

Carlynton School District Job Description



Position: Elementary School Principal/K-12 English as a Second Language
Program Coordinator

Reports to: Assistant Superintendent

Supervises: Elementary faculty/staff and ESL Program Faculty/Staff

Qualifications:

- **Education:** Master's degree in Educational Leadership, School Administration, or a related field.
- **Certification:** Valid Pennsylvania Principal Certification required.
- **Experience:** Minimum of 3 years of successful building principal experience required, with demonstrated leadership abilities. Prior administrative experience with ESL program required.
- **Knowledge:** Comprehensive knowledge of elementary curriculum, instruction, assessment, and data analysis. Familiarity with Pennsylvania's Educator Effectiveness System and the Framework for Leadership.
- **Skills:** Strong organizational, communication, and leadership skills. Ability to effectively manage people, time, and resources. Demonstrated ability to foster a positive school climate and culture.
- **Commitment:** Commitment to high academic and behavioral expectations for all students. Belief in the importance of equity, inclusion, and cultural responsiveness in education.

K-6 Elementary Principal Position Summary:

The K-6 Elementary School Principal is the instructional leader and chief administrator of the elementary school, responsible for creating a safe, inclusive, and academically rigorous learning environment. The principal ensures effective teaching and learning, supports the professional development of staff, fosters positive relationships with students and families, and oversees daily school operations. The role is aligned with Pennsylvania's Framework for Leadership and adheres to federal, state, and district policies.

Essential Roles and Responsibilities for K-6 Elementary School Principal:

I. Strategic and Cultural Leadership

- **Vision and Mission Development:** Lead the development and implementation of the school's vision, mission, and goals, ensuring alignment with the district's strategic plan.

- **School Culture and Climate:** Foster a positive school culture focused on student achievement, social-emotional well-being, and respect for diversity. Promote a safe, inclusive, and equitable learning environment for all students and staff.
- **School Improvement Planning:** Lead the development and execution of the School Improvement Plan (SIP) using data-driven decision-making to improve academic outcomes, student growth, and instructional practices.
- **Stakeholder Engagement:** Collaborate with students, staff, parents, and community members to build strong partnerships. Actively engage stakeholders in the school's decision-making processes.

II. Instructional Leadership

- **Curriculum, Instruction, and Assessment:** Oversee the development and implementation of high-quality curricula and instructional practices aligned with Pennsylvania State Standards. Ensure that assessment data is used effectively to inform instruction and drive continuous improvement in student learning.
- **Professional Development:** Plan, implement, and evaluate professional development opportunities for staff that focus on improving instructional effectiveness, student engagement, and academic performance.
- **Classroom Observation and Feedback:** Regularly observe classrooms and provide feedback to teachers on instructional practices. Support teachers in improving pedagogy, classroom management, and differentiated instruction.
- **Data-Driven Decision Making:** Analyze student performance data from state assessments, formative and summative evaluations, and other sources to identify areas for improvement. Use data to inform school-wide instructional strategies and interventions.

III. Talent Management and Professional Development

- **Staff Supervision and Evaluation:** Oversee the recruitment, hiring, and retention of high-quality staff. Provide ongoing supervision and formal evaluations for teachers and support staff in accordance with district policies and the Pennsylvania Educator Effectiveness System.
- **Teacher Leadership and Development:** Identify and develop teacher leaders, fostering collaborative learning communities. Create opportunities for staff to take on leadership roles within the school.
- **Professional Growth Plans:** Support teachers and staff in setting individual professional growth goals. Encourage reflective practice and the pursuit of advanced professional development opportunities.
- **Conflict Resolution:** Address personnel issues in a timely and effective manner, maintaining open lines of communication and ensuring that school policies and procedures are followed.

IV. Operations and Organizational Management

- **Day-to-Day School Operations:** Oversee all day-to-day operations of the school, ensuring the smooth functioning of academic, extracurricular, and support programs. This includes scheduling, transportation, food services, and custodial services.
- **Budget and Resource Management:** Develop and manage the school's budget in alignment with district priorities. Allocate resources effectively to support teaching and learning, facility maintenance, and staff needs.
- **Facility and Safety Management:** Ensure that the school environment is safe, secure, and conducive to learning. Oversee safety drills, emergency preparedness, and compliance with district safety protocols. Collaborate with facilities staff to address maintenance needs.
- **Student Enrollment and Attendance:** Manage student enrollment, transfers, and attendance procedures in accordance with district policies. Collaborate with staff and families to address chronic absenteeism and promote regular attendance.

V. Family and Community Engagement

- **Parent and Family Relationships:** Develop and maintain positive relationships with families, keeping them informed of school programs, academic progress, and student support services. Provide opportunities for parent involvement in school activities and decision-making processes.
- **Community Partnerships:** Establish and nurture partnerships with community organizations, local businesses, and service providers to support school initiatives and provide resources for students and families.
- **Communication:** Maintain effective communication with parents, staff, and the broader community through newsletters, social media, meetings, and other means. Ensure transparency in decision-making and foster an open-door policy for all stakeholders.

VI. Ethical and Advocacy Leadership

- **Ethical Decision-Making:** Lead with integrity and a commitment to ethical decision-making. Model ethical behavior for students, staff, and the school community.
- **Equity and Advocacy:** Advocate for the needs of all students, particularly those from underserved populations. Ensure equitable access to educational resources, programs, and opportunities.
- **Discipline and Restorative Practices:** Oversee student behavior and disciplinary procedures in a fair and consistent manner. Implement restorative practices to resolve conflicts and promote a positive school climate.

VII. School Environment and Student Support

- **Student Behavior and Discipline:** Develop and enforce school-wide behavior policies that promote positive student conduct, safety, and social-emotional well-being. Oversee the implementation of behavior support plans, individual behavior interventions, and disciplinary actions when necessary.
- **Special Education and Support Services:** Ensure that students with disabilities, English Learners, and those in need of other support services have access to appropriate educational programs. Collaborate with special education staff and service providers to meet students' individualized needs.
- **Student Wellness and Mental Health:** Work with counselors, nurses, and other support staff to address students' mental health, physical health, and social-emotional needs. Promote school-wide initiatives that support student well-being.

Day-to-Day Operational Responsibilities:

1. **Morning and Dismissal Supervision:** Oversee student arrival and dismissal processes, ensuring student safety and smooth transitions between home and school.
2. **Daily Attendance Monitoring:** Review attendance data daily, follow up on student absences, and collaborate with the attendance office to identify and address attendance concerns.
3. **Classroom Walkthroughs:** Conduct frequent informal walkthroughs to monitor instructional practices and student engagement. Provide immediate feedback to teachers as needed.
4. **Lunchroom and Recess Supervision:** Ensure that lunch and recess periods are well-supervised and that students are safe, engaged, and adhering to school expectations.
5. **Disciplinary Referrals:** Address disciplinary issues as they arise, ensuring that discipline is consistent, fair, and aligned with school policies. Implement restorative practices when possible.
6. **Parent and Staff Meetings:** Meet with parents, teachers, and support staff regularly to discuss student progress, concerns, and strategies for success.
7. **Teacher Support and Feedback:** Provide daily support and feedback to teachers on instructional practices, classroom management, and student engagement.
8. **Crisis Management:** Respond to emergencies and critical incidents, implementing school safety plans and coordinating with district staff and local authorities as needed.

K-12 English as a Second Language (ESL) Program Coordinator

Position Summary:

The Coordinator of English as a Second Language (ESL) Program is responsible for overseeing the development, implementation, and evaluation of the district's ESL services to ensure compliance with federal, state, and local regulations. The Coordinator will support the academic and linguistic needs of English Learners (ELs) by facilitating effective instruction,

professional development, family engagement, and equitable access to educational opportunities. This role ensures that ESL services are delivered consistently across the district to foster the success of ELs from diverse linguistic and cultural backgrounds.

Essential Roles and Responsibilities:

Program Oversight and Compliance

- **Manage ESL Program:** Design, implement, and evaluate the district's ESL program, ensuring that all services meet the needs of ELs and comply with state and federal laws, including Title III of the Every Student Succeeds Act (ESSA).
- **Ensure Compliance:** Monitor and ensure compliance with all federal and state regulations, including the Pennsylvania Department of Education's (PDE) guidelines on English Language Development (ELD), ESSA, and the Office for Civil Rights (OCR) standards for ELs.
- **Develop and Update Policies:** Collaborate with district administration to establish, review, and update ESL policies and procedures. Ensure district-wide adherence to these policies, especially regarding enrollment, placement, and instructional services for ELs.
- **Language Proficiency Assessment:** Coordinate and oversee the administration of state-mandated language proficiency assessments such as the WIDA ACCESS and WIDA Screener, ensuring that EL students are properly identified, placed, and monitored for growth.

Instructional Leadership

- **Curriculum and Instructional Support:** Collaborate with district administrators and teachers to develop, implement, and evaluate curriculum and instructional practices that support the academic and linguistic development of ELs. Ensure alignment with Pennsylvania's ELD standards.
- **Program Evaluation:** Monitor and assess the effectiveness of ESL programming, including classroom instruction and support services. Use data to inform decision-making and improve instructional strategies for ELs.
- **Professional Development:** Design and facilitate professional development opportunities for teachers, paraprofessionals, and administrators on topics such as best practices in ESL instruction, sheltered instruction, and culturally responsive teaching strategies.
- **Resource Allocation:** Ensure that appropriate instructional materials, resources, and technology are available and used effectively in the ESL program. Provide input on the selection and implementation of ESL curricula and resources.

Data and Reporting

- **Data Collection and Analysis:** Collect, analyze, and report data on EL students, including academic progress, language proficiency, and program outcomes. Use data to identify trends and make informed decisions to enhance the ESL program.
- **State and Federal Reporting:** Prepare and submit all required federal, state, and local reports related to the district's ESL program, including Title III funding applications, annual reports, and EL program evaluations.
- **Student Monitoring and Progress:** Oversee and ensure that the academic and language progress of ELs is monitored and that appropriate instructional adjustments are made to meet their needs. Provide data to inform decisions regarding ELs' participation in special education, gifted, or other services.

Student and Family Support

- **Student Placement and Transition:** Oversee the identification, placement, and reclassification processes for ELs. Ensure that ELs are properly placed in language development programs and that their progress is regularly evaluated.
- **Family and Community Engagement:** Work closely with families of both EL students and all students to provide clear communication about academic expectations, language development, and available resources. Promote parent engagement by providing outreach, translation services, and resources for families in their native language.
- **Advocacy for ELs:** Advocate for ELs by ensuring equitable access to educational opportunities, extracurricular activities, and support services. Work with school counselors, social workers, and other staff to provide necessary support for ELs, including mental health, academic counseling, and career advising.

Collaboration and Communication

- **Collaboration with Stakeholders:** Work closely with district and school administrators, classroom teachers, and support staff to ensure the effective implementation of ESL services and support for ELs. Foster collaboration between ESL teachers and general education staff to integrate language instruction into content areas.
- **Liaison with State and Federal Agencies:** Serve as the primary district liaison with the Pennsylvania Department of Education, the U.S. Department of Education's Office for English Language Acquisition (OELA), and other agencies regarding ESL program requirements, grants, and compliance matters.
- **Board and Administrative Reporting:** Provide regular updates to the school board and district administration regarding the performance and needs of the ESL program. Present data, program developments, and compliance reports as needed.

Grant and Funding Management

- **Title III Funding:** Oversee the effective use of Title III funds, ensuring that they are utilized in accordance with federal guidelines to support EL students and enhance language acquisition programs.
- **Grant Writing and Compliance:** Lead efforts to secure federal and state grants that enhance ESL programming. Write grant proposals, manage grant budgets, and ensure proper implementation of grant-funded activities.
- **Budget Oversight:** Collaborate with the finance department to manage the ESL program budget, ensuring that expenditures align with program goals and comply with state and federal funding requirements.

Equity and Inclusion

- **Support for Culturally and Linguistically Diverse Students:** Develop and implement initiatives that support the cultural, social, and academic inclusion of ELs within the school community. Work to eliminate barriers to participation for ELs in all aspects of school life.
- **Intercultural Competence:** Promote intercultural awareness and competence among district staff, students, and the community to create an inclusive and welcoming environment for all learners.

Other Responsibilities

- Attend relevant district and state meetings, professional development workshops, and conferences to remain current on ESL trends, policies, and research.
- Support district leadership in matters related to school improvement plans, curriculum development, and student achievement initiatives for ELs.
- Other duties as assigned by the Assistant Superintendent/Superintendent.

Personal Qualifications:

- Ability to establish and maintain productive working relationships with students, parents, staff, administration, and the general community.
- Ability to manage work responsibilities and challenges in a fair, firm and equitable manner.
- Ability to recognize areas of concern and propose or recommend appropriate solutions to problems.
- Ability to communicate effectively.
- Ability to listen and respond to people in a professional, effective manner.
- Ability to work on multiple tasks and prioritize appropriately.
- Ability to exercise initiative and make decisions (with input from administration) to meet deadlines or to effectively handle emergency work.

- Ability to work collaboratively with staff, communicate and problem-solve.

Professional Qualifications

- Requires an a PDE administrative certification (i.e. principal)
- Requires experience and skills with appropriate technologies (word processing, spreadsheet, presentation and webpage software, email, Internet as a reference/research tool, desktop publishing, creation of various forms, telephone/voicemail system, etc.)
- Requires ability to maintain efficient flow of work schedule and responsibilities.
- Strong interpersonal, organizational and communication skills.
- Maturity and ability to deal harmoniously with all types of people.
- Use of discretion regarding the handling of confidential information.
- Demonstrated ability to work under deadlines and to prioritize tasks.
- Demonstrated ability to effectively generate correspondence and coordinate communication between administration, staff, substitutes and other stakeholders.
- Past indications of willingness to upgrade skills.
- Demonstrated knowledge and application of effective secretarial principles, practices and trends.
- Demonstrated knowledge and application of communication techniques and technologies for job-related responsibilities.
- Must be able to perform the performance responsibilities listed above at a high level.

Reports To:

- Assistant Superintendent

Position Requirements:

Work Performance:

- Acknowledges individuals' requests and handles them in a friendly and courteous manner. Promotes a positive team environment through active cooperation with others.
- Maintains awareness of the School District's policies and procedures.
- Follows the chain of command.
- Shows initiative and works with minimal supervision.
- When appropriate, incorporates progressive ideas/concepts into daily responsibilities.
- Keeps District business confidential.
- Responds appropriately to supervision and direction.

- Dresses appropriately for job environment.
- Ability to organize office setting to efficiently accomplish tasks.
- Ability to multitask.

Temperament:

- Ability to work as a leader, coordinator and a member of a team.
- Must be courteous and able to effectively manage job responsibilities.
- Must be cooperative, congenial, service oriented, and promote these qualities.
- Ability to work in an environment with frequent interruptions.
- Ability to be respectful and empathetic.

Personal Skills:

- Plans and prioritizes assignments effectively.
- Able to handle several ongoing tasks and projects at once.
- Able to adjust to changes in the work environment.
- Reports to work on time, gives a full day's work and makes effective use of time while on the job.
- Maintains a good attitude toward supervisors, fellow employees and the public.
- Maintains productive working relationship with immediate supervisor

Technical Skills:

- Demonstrates the ability to acquire the skill required to operate new and existing software and hardware.
- Has working knowledge of office equipment.
- Proofreads work for grammar and spelling accuracy.
- Ability to compose clear, concise sentences and paragraphs.
- Ability to use computer technology efficiently including word processing, presentation/webpage software, PowerPoint and Excel software applications. Basic Excel: working with multiple sheets in a workbook, basic formulas, etc.
- Using as a data source for mail merges.
- Working with Microsoft Word documents: tables, fill-in forms, protecting documents, graphics, brochures, fliers, certificates, etc.
- Working with desktop publishing tools to create various documents.

Physical Demands:

- Occasional traversing throughout school building.

- Often sitting for extended periods.
- Standing for periods of time.
- Moderate lifting from 15-30 pounds.
- Some moving of various items - up to 30 pounds.
- Manual dexterity to use office equipment.
- Repetitive operation of computer keyboard.

Work Environment:

- Generally, office setting year-round.

Driver's License:

- Must have a valid PA driver's license.

Clearances:

- Every employee must submit an Arrest/Conviction Report and Certification Form as required under Pennsylvania Act 24 of 2011, Act 34 (Criminal Record Check), Act 151 (Child Abuse History Check), FBI (Federal Bureau of Investigation) Criminal History Check, Act 126 (Part I) Recognizing Child Abuse and Mandated Reporter Training, and Act 126 (Part II) Professional Ethics & Educator Discipline Act.
- As per Act 15 of 2015, all clearances must be renewed every five (5) years. Also, as of December 22, 2014, Act 168 of 2014 requires all newly hired employees to provide the District with the Sexual Misconduct/Abuse Disclosure Release Form for all former employers in which they had direct contact with children and any current employer/s. The District may not hire any applicant for a position until the employment history review process has been completed.

Terms of Employment:

- 12-month work year. Salary and benefits per the Act 93 Agreement.

Evaluation:

- Performance will be evaluated by the Assistant Superintendent on the basis of this job description at least once annually. This job description is subject to change as determined by the Superintendent.
- Approved by Administration and provided to the Board of School Directors **February 2025**.